

Using Adult Learning Principles Effectively

Type	Best Uses	Audience Status	Special Aspects	For Best Results	Use of Audio-Visual
Lecture	<p>Mini-lecture (20 minutes or less) to convey information in short time</p> <p>Summarize group work</p> <p>Conclusion with learning points</p>	<p>Passive listening</p> <p>Reaches only one learning style</p>	<p>Implies superiority of speaker & ignores experience of learners</p> <p>May produce boredom</p> <p>Supports false notion that saying creates learning</p>	<p>Use only as a <i>mini-lecture</i>, with 20 minute maximum</p> <p>Allow questions</p> <p>Follow with a participatory activity unless using as brief closure/transition</p>	<p>In large group (18+), use microphones.</p> <p>Use PowerPoint, overhead projector, videos, slides.</p> <p>In small group, can use any of above plus flip charts for visual support</p>
Small-Group Learning Activity (e.g., exercise, problem-solving, discussion)	<p>To integrate:</p> <p>Personal experiences</p> <p>Individual knowledge</p> <p>Specific perspectives</p> <p>Consensus on issues</p> <p>Responses & reactions—evaluation</p>	<p>Every individual participates</p> <p>Creates shared ownership in educational outcome</p> <p>Potential to reach multiple learning styles</p>	<p>Learners can practice using information provided</p> <p>Practical framework better addresses adult education needs</p> <p>Can use in small-groups or large groups seated as small working groups</p> <p>Faculty & participants have greater equality</p>	<p>Write concrete learning objectives</p> <p>Prepare and give precise, written instructions</p> <p>Allocate time to specific activities and monitor</p> <p>Use optimal working groups of 8 (more than 5, less than 9)</p> <p>Conduct structured, large-group discussion with conclusions after the activity</p>	<p>In large group (18+) use work tables of 8 participants & mics.</p> <p>Use PowerPoint, overhead projector, video, slides. Flip charts acceptable in small groups</p> <p>Each small work group work table receives flip chart to record work & report back.</p>

Demonstration (can incorporate in small-group activity)	To model new skills or best (promising) practices	Active interest Potential to draw participants into more active participation in program	Can reduce tension about attempting new methods	Set the context with audience & stay in role Provide, written, scripted roles for each faculty/ participant volunteer actor	Use microphones for actors and for participant/ faculty comments Additional visual aids needed for demo
Role Play or Other Experiential Activity (can incorporate as part of Small-Group Learning Activity)	To assess level of knowledge and experience of participants To appreciate experiences of different persons As issue spotting activity to begin 2-3+ day program See other Best Uses under Small-Group Learning Activity above.	Learners involved actively in program As initial activity, quickly builds relationships among previously unacquainted learners Builds trust between learners & faculty Potentially reaches multiple learning styles	Learners can apply new information with little risk Eases participation by more introverted participants	Write concrete learning objectives Prepare and give precise, written instructions for exercise and scripts for actors Allocate time to specific activities and monitor Conduct structured discussion & conclude with summary or mini-lecture when used as learning activity	In large group (18+) with work tables, use microphones. For visual support, use PowerPoint, overhead projector, videos, slides. Flip charts acceptable visual support for small groups Each small work group receives flip chart to record work & report back
Individual Activity	To reflect on particular issues & their resolution To develop individual plans of action To apply new information	Learners are part of the program Individual ownership in program success	Reaches limited number of learning styles (reflective)	Give clear instructions for individual work Ask participants to share results of individual work for comments by faculty & other participants Conduct structured	Instructions on PowerPoint, overheads or flip charts (in small group) Use microphones for participant report back & faculty conclusion

				discussion & closure	
Debate & Discussion	<p>To show controversy and diversity</p> <p>To provoke discussion</p> <p>Use sparingly, only when it promotes learning objectives of program</p>	<p>Varies, from passive to active participant involvement, especially with questions</p> <p>Potential to reach multiple learning styles</p>	<p>Requires a moderator</p> <p>Moderator must carefully monitor time and always preserve time allotted for participant questions and comments</p>	<p>Inform panel and program participants about objectives</p> <p>Allow each panelist a set time for comments and monitor</p> <p>Actively engage each panelist in answering participants' questions</p>	<p>Microphones for panelists and in audience for participant questions & comments</p> <p>Use standard visual aids to illustrate panelists' points</p>

Prepared by Michael W. Runner, JD, Family Violence Prevention Fund, based in part on Curriculum, Program, and Faculty Development: Managing People, Process, and Product, Waldrop and Conner, 1994, JERITT. Provided to MECASA through the Resource Sharing Project, a national sexual assault coalition sexual assault provider.